U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other

[] Charter   [**X**] Title I [] Magnet [] Choice

Name of Principal: Ms. Michele Shaffer

Official School Name: Fairhope Elementary School

School Mailing Address:
4001 Addison Ave.
Louisville, OH 44641-9307

County: Stark   State School Code Number*: 011098

Telephone: (330) 875-2776   Fax: (330) 875-7612

Web site/URL: www.leopard.sparcc.org   E-mail: shaffer@louisville.sparcc.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

Date

(Principal's Signature)

Name of Superintendent*: Mr. David Redd

District Name: Louisville City School District   Tel: (330) 875-1666

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Debra Gulling

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

Date

(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1.   The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2.   The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2003.

6.   The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7.   The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8.   OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9.   The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10.   There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

4	Elementary schools
1	Middle schools
0	Junior high schools
1	High schools
0	Other
6	**TOTAL**

2. District Per Pupil Expenditure: __7698__

   Average State Per Pupil Expenditure: __9939__

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [   ] Urban or large central city
   [   ] Suburban school with characteristics typical of an urban area
   [   ] Suburban
   [X] Small city or town in a rural area
   [   ] Rural

4. __14__ Number of years the principal has been in her/his position at this school.

   ____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	29	19	48	7			0
K	28	19	47	8			0
1	26	25	51	9			0
2	28	24	52	10			0
3	31	26	57	11			0
4	28	29	57	12			0
5	39	32	71	Other			0
6			0				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				383

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native

    1 % Asian

    0 % Black or African American

    1 % Hispanic or Latino

    0 % Native Hawaiian or Other Pacific Islander

    98 % White

    0 % Two or more races

    100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	13
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1.	382
(5)	Total transferred students in row (3) divided by total students in row (4).	0.060
(6)	Amount in row (5) multiplied by 100.	6.021

8. Limited English proficient students in the school: 0 %

Total number limited English proficient   0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: __44__%

        Total number students who qualify: __169__

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __28__%

   Total Number of Students Served: __106__

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

10	Autism	1	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	19	Specific Learning Disability
0	Emotional Disturbance	46	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
11	Mental Retardation	0	Visual Impairment Including Blindness
12	Multiple Disabilities	3	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	19	0
Special resource teachers/specialists	9	0
Paraprofessionals	12	0
Support staff	5	3
Total number	46	3

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **__20__ :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	98%	96%	97%	97%
Teacher turnover rate	1%	1%	0%	0%	1%

Please provide all explanations below.

Teacher turnover was due to retirement.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Fairhope Elementary is a kindergarten through grade 5 building which is located on the west side of the small city of Louisville, Ohio. It is a lower socioeconomic community, with 44% of the students qualifying for free or reduced lunches. The community is a stable one with an older population, and many families have had generations of students attend Fairhope. Often young families return to the area, and frequently children are being reared by grandparents. Many parents and grandparents are proud to serve as school volunteers.

Although Louisville itself is not a diverse community, Fairhope School serves a rather diverse student population. In addition to regular education students, it serves Severe Language Impairment, Severe Learning Disabled, Cognitively Delayed, Other Health Impaired and Emotionally Disturbed children. Students grow up with a better understanding of people who are different because of their experiences at Fairhope.

The mission statement, "Believe, Achieve, Succeed, and Reach Beyond" is always visible on the school's outdoor sign and the students believe in it. Their teachers ask them on a regular basis, "Why are we here today?" Their immediate response is, "We are here to work and learn." In addition, students at every grade level develop their own mission statement.

In 2001, we celebrated our 100th anniversary. The school has had three principals. Mrs. Shaffer, our current principal, works tirelessly to stay connected with students and staff and to encourage camarederie and staff development. She is an ambassador for change when it is needed. Her leadership is a key component in the school's success.

Each year Fairhope celebrates traditions, such as Grandparents' Day, fall festival, themed family nights and P.T.O. spaghetti dinners. New traditions have developed with the school wide behavior plan such as Friday activities for students who have completed homework and followed the rules, Blue Ribbon Breakfast recognition for homework and behavior, red brick program which promotes good citizenship and Character Counts awards.

At Fairhope, students take responsibility for their learning with goal setting, daily planners, data folders and student led conferences. At the end of each nine weeks, classes celebrate their successes at an assembly where they share the goals they have met.

Fairhope School is unique in that it is a warm, welcoming place. Staff and students have fun together and love to learn. The staff rapport is excellent; younger teachers learn from veteran teachers and vice versa. There is no generation gap. In addition, certified and classified staff work well together and enjoy participating in skits, the talent show, morning announcements and Friday activities. Each year the staff adopts two or more families for whom they provide Christmas gifts and dinners. Whenever a family is experiencing a crisis, they provide emotional and financial support. In addition, students and staff have helped others through Relay for Life, Food Cupboard and Humane Society.

Fairhope School has been rated excellent, and for the last two years has been chosen as a School of Promise. Many people throughout Stark County have praised Fairhope for its success in providing a standards-based education and meeting the individual needs of a very diverse student population.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Ohio Achievement Tests (OAT) are annual assessments that measure how well students have learned the Academic Content Standards taught in grades 3 - 8. The achievement tests are designed specifically for Ohio students and assess the various levels of proficiency. The achievement tests ensure that families and teachers know whether each student has learned the reading, math, writing, science and social studies skills and information expected at each grade level. The achievement tests can also help identify specific areas in which a student needs extra support and practice. Teachers and families can then work together to ensure that a student gets the help that he or she needs. The achievement tests also help identify when students have gained a strong understanding of grade-level materials and may be ready to be challenged by more advanced concepts and activities. In Ohio's accountability system, the student results are divided into five levels – Basic, Limited, Proficient, Accelerated and Advanced. Student who score in the Proficient, Accelerated or Advanced level are considered to have mastered the Academic Content Standard for that grade level and subject.

Over the past five years, students at Fairhope Elementary have increased their scores on the OAT, moving from 80% to 100% proficient in third grade reading, while the percentage of students scoring in the accelerated and above category moved from 63% to 80% . This accomplishment is striking considering that during the same time period the percentage of students on free and reduced lunches continued to increase.

Another striking feature of Fairhope's assessment results is the constant increase in the percent of students scoring at or above the proficient level for the last five years. For example, the third grade reading scores started at 81% in 2004 and in successive years moved from 81% to 85%, then up to 89% in 2006. For the 2007 tests, the 3rd grade reading scores reached 93% and last year 100% of the third grade students at Fairhope scored proficient or above – a rarity in any school building, let alone one with 44% of the students on free and reduced lunch. The pattern of continually increasing the percentage of students scoring proficient or above can be found in third grade math, fourth grade reading, fourth grade math and fifth grade mathematics. The only area that has experience a drop in the percentage of students scoring proficient is fifth grade reading. Yet even in this area, Fairhope has always met the State's criteria of 75%.

Further information regarding Ohio's Achievement Tests can be found at
http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=9

2. **Using Assessment Results:**

Fairhope Elementary Staff uses assessment results to plan instruction, intervention and enrichment for the students so that all may meet the Ohio Content Standards. The principal and staff study the results of the Kindergarten Readiness Assessment Literacy (KRA-L), Diagnostic Assessments, OLSAT/Stanford, Ohio Achievement Tests, running records, teacher assessments and observations. This is what drives the decision making for the students.

For two years the Stark County Educational Service Center offered a class entitled "Looking at Student Work." It was offered to grades 3 through 5 teachers throughout the county and 100% of Fairhope Elementary's staff attended. They took samples of student work and analyzed it along with teachers from other districts. This process enabled the staff to improve their assessments and discuss ways to increase student achievement. The skills learned are continually used as the teachers work together in their weekly grade level meetings to analyze student progress toward meeting the Academic Content Standards.

Fairhope staff also participated in training on how to analyze test results, do an item analysis on the data, interrupt frequency distributions and evaluate individual student results. The staff looks at options/resources available throughout the building for ways to provide intervention or enrichment to maximize student achievement. The teaching staff discusses the findings at their multi-grade level meetings throughout the year. The focus is to incorporate the areas of concern into the daily instruction. This process is what led the staff to realizing the need for differentiated instruction across all curriculum areas.

Fairhope Elementary is committed to the the idea that in order for student achievement to be successful, assessments must be an ongoing process and results must be continually studied and incorporated in future lessons.

3. **Communicating Assessment Results:**

Fairhope Elementary communicates student performance in a variety of ways. Regular meetings are held with parents to cover such topics as course content, academic expectations, and preparation for the Ohio Achievement Tests. Each month parents receive the school newsletter in which teachers share their class's activities and accomplishments. The building principal also conveys important information from an administrative perspective.

Students are also expected to share their assessment results by leading conferences with parents and teachers. The students share information from their data notebooks which display pre-, mid-, and post-assessments. They also share graphs of reading, math, science, spelling, and social studies assessments. In addition, results of Accelerated Reader tests and writing (composition) samples are included.

Louisville City Schools has a quarterly newsletter, *Paw Prints*, which everyone in the district receives. Fairhope teachers and the principal submit articles pertaining to the school's curriculum-related activities. In addition, the local newspaper reports on activities such as the spelling bee, Grandparents' Day, Celebrate Success assemblies, and special class and school-wide projects. The *Canton Repository*, a regional newspaper, wrote a front-page article about Fairhope Elementary School. The article celebrated the fact that 100% of the third graders passed the Spring 2008 Reading achievement test.

Once each school year the Board of Education meets at Fairhope Elementary. At this meeting, Mrs. Shaffer and staff members report assessment results and achievement data to Board members and the community. Those attending the Board meeting are given a tour of the building which includes displays of the classroom standards and nine weeks goals on a bulletin board outside every classroom, and the progress the students have made toward attainment of the goals.

4. **Sharing Success:**

Fairhope Elementary shares student success in many ways. Principal, Mrs. Shaffer, makes presentations at various administrative functions, both within and outside of the school district. She is often asked to talk about how Fairhope uses student data folders, meets the needs of individual students, addresses special education needs, implements student recognition programs, manages a school-wide behavior plan and structures the building's Response to Intervention program. The principal willingly opens the building and provides a tour and an overview of the curriculum to other districts. In addition, the staff honors requests for other educators and students to shadow them. Pre-service teachers from local colleges help in the special education classes, do observations, and complete their student teaching in the building.

Teachers are also often asked to share their expertise in meeting the individual needs of students. For example, the multiple-handicap teacher is a frequent presenter at professional conferences and teaches a special education class at the local university. Mrs. Radalia's class focuses on the various ways Fairhope Elementary serves the diverse needs of students, including those within the autism spectrum.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The curriculum at Fairhope Elementary is aligned with the Ohio Academic Content standards which have been adopted by Louisville City's Board of Education. The curriculum director makes the initial contact with publishers, samples are sent to buildings to evaluate, building and grade level discussions are held in which the focus is making sure the selections are aligned with the content standards and that a vertical alignment is present. The teachers have a vital role in making the selection of the program that will be adopted.

Math: The math curriculum is a blend of tradition mathematics and newly developed National Science Foundation programs that align to Ohio's Academic Content Standards for Mathematics. The program provides students the opportunity to build understanding at the conceptual level while developing and reinforcing fluency with math algorithms. The instruction is spiraled so that students are presented the concepts when they are developmentally ready.

Science: Utilizing content specific teachers, the science program focuses on concepts that are hands on, inquiry based and scaffolded. The students are required to be able to investigate, design, present, create, predict, infer and problem solve so they become discovery learners. They are immersed with projects and non fictional material that enhances the curriculum. The teachers incorporate KWL charts, VENN diagrams and interactive Web sites that further the educational process. Some activities that have been done that broaden the teaching concepts are visits to the Wilderness Center, Canton Museum, local farm establishments, television stations and zoos. The Planetarium, Weird Science, COSI and various PTO sponsored assemblies have been presented at Fairhope.

Social Studies: The social studies curriculum is built from understanding your local community, county, state and government, national and world cultures. At all levels, students understand the meaning of being a responsible citizen. Supplemental resources include technology integration, Newspapers in Education, NEA's Picturing America program, book bags from the local library which include nonfiction reads, books on tape, role playing various people/times in history, all school "Ohio Week" and a Jeopardy game that has been set up as standards based which is a review for the students during special break out sessions on Friday afternoons.

Guest speakers such as Fire and Safety, Police, Veterans, county officials, local weatherman from television stations and local businessman have made presentation to enhance the areas of curriculum.

Field trips have consisted of visits to the State Capitol Building, McKinley Museum, The Ohio Museum and a week long Camp which is for our grade 5 students with one of the activities being the Underground Railroad where they are an active participant as a runaway slave.

School sponsored assemblies have been the Planetarium, COSI, the local farm bureau, Abe Lincoln, George Washington to name a few.

Visual/Performing Arts: The arts integrate literacy, math, science and social studies whenever possible through songs that incorporate state standards material that is easier for some students to learn, studying forms of art and doing research projects to compare and contrast various times in our world and literacy while playing physical activity games are just a few examples. Students are also enriched with visits from the symphony, PTO and school sponsored programs through the day and evening and from local organizations such as the YMCA which promotes Physical Education Stations.

Foreign Language instruction is not part of the elementary curriculum but is offered as an enrichment program to all children after school.

2a. **(Elementary Schools) Reading:**

Fairhope's reading program is based on students' needs, with a focus on early and on-going interventions. The staff believes in a multifaceted approach to reading, including the use of guided reading, phonics instruction, reading centers, trade books and a basal reading program. Since "reading is meaning," comprehension is incorporated in all activities, with an emphasis on higher level thinking. Reading Recovery techniques are used by classroom teachers and intervention specialists.

Teachers meet the needs of all learners by using visual, kinesthetic-tactile, and auditory activities with a variety of presentations. Instructional delivery includes using small groups or one-on-one tutoring. Team teaching and flexible grouping are also used at all grade levels. To further individualize instruction, students are taught at their own reading levels through the use of a guided reading program. Students, skills are assessed monthly by using running records.

In 2008, Fairhope added a volunteer reading program focusing on students with special education students. Currently there are sixteen volunteers and seven students in grades 1 through 4. Students receive four half hour lessons per week, using guided reading materials.

2b. **(Secondary Schools) English:**

This question is for secondary schools only

3. **Additional Curriculum Area:**

Technology is a major curriculum focus at Fairhope. One of the school Board's initiatives two years ago was to provide every teacher in the elementary schools with a lap top so they could develop lesson plans on line, create interactive web sites for parents and students, input grades for electronic report cards, use web-based programs for differentiated instruction. Since that time, teachers have moved using technology as a tool for instruction to teaching students how to use technology for learning.

To secure the needed hardware, the Louisville School district applied for and received numerous Ohio technology grants which allowed Fairhope Elementary to put four to five computers in each classroom. With these table top computers and the recently acquired mobile lap top lab, teachers were finally equipped to address the National Educational Technology Standards for Students.

Creativity and innovation are taught at all levels by using digital models and simulations. Models are used extensively in the science classes to help the students explore complex ideas and systems. Students are often encouraged to apply existing knowledge to generate new products and they use technology to create their original works. The 5th grade math classes were taught to use digital media to communicate and collaborate with students in other schools. This communication network is used to promote critical thinking, problem solving and decision making. Students also receive instruction in Internet safety through the national I-Safe program and are taught how to locate, evaluate and ethically use information from a variety of sources and media

4. **Instructional Methods:**

At Fairhope Elementary, instruction is blended to incorporate traditional and innovative programs that have proven successful with the students. Content lessons are differentiated to meet individual students' academic needs and learning styles.

Before a differentiated lesson is taught, the grade level teachers determine the specific academic content standard(s) a student needs to master, plans how the objective can be tiered to fit varying ability groups and then pre-assess to insure appropriate group placement. This tiering usually separates the classes into three different ability groups. However, the overall objective for each group is the same -- mastery of the academic standard at an appropriately challenging level.

The staff at Fairhope Elementary also enhances all learning through the use of technology. For students with specific learning difficulties, assistive technologies such as touch screens, sound amplification systems and text-to-voice technology is available throughout the building. Power Point lessons, teaching from interactive white boards, the use of document cameras and engaging web sites enhance instruction across the grade levels. Our latest technology addition is the new student response systems where every student in the class can respond to a question on a hand held device. With this technology, teachers are immediately able to determine whether or not a student is mastering the material.

In addition to the above, students work in small cooperative groups and in teacher created learning centers. Students are expected to monitor their own academic progress through the use of data notebooks, rubrics, and checklists. Teachers provide instruction in study skills and self-help strategies on an as-needed basis.

5. **Professional Development:**

The Louisville school district provide a flexible professional development plan that allows individual buildings, principals and teachers the opportunity to pursue training for topics that have the greatest impact on student achievement for the students they interact with everyday. For some grade levels, that may mean a focus on reading comprehension and fluency, while for another grade level the teachers may focus on expository writing skills. After achievement test scores are received, the principal and grade level teacher review the results by looking at student achievement at each benchmark and indicator. This data is then compared to other assessment results, curriculum maps and content standards, to determine the most appropriate professional development for that group of teachers. The curriculum office then works to provide opportunities for teachers and aides to participate in high-quality professional development in the identified areas.

Based on an item analysis of the science achievement results, the 4th and 5th grade science teachers attended a session sponsored by a local college called, Conceptual Chemistry. The purpose of the course was to help elementary teachers to extend the learning of their students through chemistry concepts that students would be able to understand. Reflection papers were incorporated so that teachers could reflect on what they had learned and how they will incorporate the concepts in their classroom setting.

Another college course for the grade 4 and 5 science teachers involved using engineering techniques to teach science and math. As the skills were taught, the teachers applied what they learned with migrant children at a local summer program and then reflection time was incorporated so that teachers could discuss what they had learned.

6. **School Leadership:**

Mrs. Shaffer was fortunate enough to be selected as one of 17 principals in Stark County to receive the initial Ohio Principals Leadership Academy training. The goal of the training was to mold the staff into a team focused on student success. During the implementation phase of the program, Fairhope Elementary started a building improvement process with activities such as a personal assessment plans and determining individual preferences for incorporating change into daily routines. Based on this information, each staff member completing a portrait of his/her job. This exercise helped staff members have a better understanding of each other and establish a new culture in the building that made the success of students the school's top priority.

As the leader of this building, part of Mrs. Shaffer's job is to lead others toward their learning style. The books *Super Teaching* and *Brain Based Learning* by Eric Jensen were used as a basis for text -based discussion.. Through constant dialogue, the staff moved toward establishing the mission of Fairhope School, making sure it aligned with the core values of the community and the school district. "Believe, Achieve, Succeed and Reach Beyond" became the mission statement one year later.

The teaching staff is also encouraged to take a leadership role in the educational process. With Mrs. Shaffer's support, lead teachers are appointed for core subject areas (language arts, math, science, social studies and technology). In addition, teachers often assume leadership roles in enrichment programs, intervention and parent outreach programs.

At Fairhope Elementary, the enthusiasm for learning is contagious. The staff has discovered that working and learning together is what makes them successful. The staff continues to strengthen the building's educational program and they remain focused on the goal of keeping the success of all students their top priority.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: Ohio Achievement Test

Edition/Publication Year: 2007-2008   Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
plus % Accelerated	94	93	82	80	0
and % Accelerated	66	63	49	31	0
Number of students tested	50	60	45	54	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	4	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
plus % Accelerated	95	86	78	74	0
and % Accelerated	59	57	48	30	0
Number of students tested	22	21	23	23	0
2. Racial/Ethnic Group (specify subgroup): White					
plus% Accelerated	94	93	82	80	0
and % Accelerated	64	63	49	31	0
Number of students tested	49	60	45	54	0
3. (specify subgroup): Student with disabilities					
plus % Accelerated		91		58	
and % Accelerated		64		8	
Number of students tested		11	10	12	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No 2003 - 2004 Math Test for 3rd graders. 0% are non reported groups because N< is 10. Percentage of Alternative Assessments is truly .06%

Subject: Reading   Grade: 3   Test: Ohio Achievement Test

Edition/Publication Year: 2000   Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
plus % Accelerated	100	93	89	85	81
and % Accelerated	80	75	69	65	63
Number of students tested	50	64	45	54	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	4	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
plus % Accelerated	100	81	87	83	73
and % Accelerated	73	67	57	70	67
Number of students tested	22	21	23	23	15
2. Racial/Ethnic Group (specify subgroup):					
plus % Accelerated					
and % Accelerated					
Number of students tested					
3. (specify subgroup): Students with Disabilities					
plus % Accelerated		91		58	
and % Accelerated		82		42	
Number of students tested		11		12	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Special Education with 0% are non reporting due to N size <10

Percentage of Alternative Assessment is truly .06%

Subject: Mathematics

Grade: 4

Test: Ohio Achievement Test/Ohio Proficiency Test

Edition/Publication Year: 2007-2008/2004-2005

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
plus % Accelerated	86	90	94	81	67
and % Accelerated	44	52	51	43	23
Number of students tested	63	48	53	53	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
plus % Accelerated	72	87	88	74	50
and % Accelerated	44	39	50	26	20
Number of students tested	25	23	24	23	20
2. Racial/Ethnic Group (specify subgroup): White					
plus % Accelerated	86		94	81	67
and % Accelerated	45		51	43	23
Number of students tested	63		53	53	48
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

0% is a non report as group size is N> 10

Subject: Reading

Grade: 4

Test: Ohio Achievement Test/Ohio Proficiency Test

Edition/Publication Year: 2007-2008/ 2003-2004

Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
plus % Accelerated	92	90	91	89	77
and % Accelerated	46	54	42	38	15
Number of students tested	63	48	53	53	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
plus % Accelerated	88	91	88	83	70
and % Accelerated	40	48	46	39	15
Number of students tested	25	23	24	23	20
2. Racial/Ethnic Group (specify subgroup): White					
plus % Accelerated	92	90		89	77
and % Accelerated	46	54		38	15
Number of students tested	63	48		53	48
3. (specify subgroup): Students with Disabilities					
plus % Accelerated	92	0		0	0
and % Accelerated	58	0		0	0
Number of students tested	12	10		10	10
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Special Education 0% are non reported due to N size <10

Subject: Mathematics   Grade: 5   Test: Ohio Achievement Test

Edition/Publication Year: 2007-2008   Publisher: Ohio Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar		
SCHOOL SCORES					
plus% Accelerated	81	80	58	0	0
and % Accelerated	47	52	27	0	0
Number of students tested	47	54	60	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	3	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
plus % Accelerated	79	70	44	0	0
and % Accelerated	38	43	20	0	0
Number of students tested	24	23	25	0	0
2. Racial/Ethnic Group (specify subgroup): White					
plus % Accelerated	81		58	0	0
and % Accelerated	47		27	0	0
Number of students tested	47		60	0	0
3. (specify subgroup): Sudents with Disabilities					
Accelerated	0		0	0	0
% Advanced	0		0	0	0
Number of students tested	10		10	0	0
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No testing in this subject area 2003 - 2005. Students with disabilities not reported N size <10. Percentage of Alternative Assessment is actually .04%.

Subject: Reading   Grade: 5 Test: Ohio Achievement Test/Ohio Proficiency Test
Edition/Publication Year: 2007-2008 Publisher: Ohio Department of education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
plus % Accelerated	85	89	75	89	0
and % Accelerated	21	30	22	19	0
Number of students tested	47	54	63	54	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	3	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
plus % Accelerated	79	83	60	81	
and % Accelerated	17	35	16	24	
Number of students tested	24	23	25	21	
2. Racial/Ethnic Group (specify subgroup): White					
plus % Accelerated	85		75	89	
and % Accelerated	21		22	19	
Number of students tested	47		60	54	
3. (specify subgroup): Students with Disabilities					
plus % Accelerated	0		0	0	0
% Advanced	0		0	0	0
Number of students tested	10		10	10	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No Grade 5 testing in 2003 - 2004

Special Education not reported due to N size < 10

Percentage of Alternative Assessment is actually .04%

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